

**AN ANALYSIS OF STUDENTS' DIFFICULTIES IN USING PASSIVE  
VOICE OF SIMPLE PRESENT TENSE AT THE FIRST  
SEMESTER IN THE TWELFTH GRADE  
OF SMAN 1 PAGELARAN IN THE  
ACADEMIC YEAR 2018/2019**



**A Thesis**

**Submitted in Partial a Fulfillment of  
the Requirement for S1-Degree**

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2019**

## **ABSTRACT**

### **AN ANALYSIS OF STUDENTS' DIFFICULTIES IN USING PASSIVE VOICE OF SIMPLE PRESENT TENSE AT THE FIRST SEMESTER IN THE TWELFTH GRADE OF SMAN 1 PAGELARAN IN THE ACADEMIC YEAR 2018/2019**

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The purpose of this research is to identify and to know students' difficulties and the cause of students' difficulties in using passive voice of simple present tense. The passive voice is a verb form that indicates that the subject of a sentence it suffered as a result of an action or work. This research was conducted based on the phenomenon of passive voice that made students difficulties in using passive voice of simple present tense.

In this study, researcher used qualitative research methods. Researchers used a purposive sampling technique to determine the sample. Researcher chose class XII as a sample consisting of 30 students. In collecting data, researcher used observation, interview, questionnaire and test document. The researcher used three main phases of data analysis, they are data condensation, data display and drawing and verifying conclusion. The result of data analysis is the researchers found the problem of students in learning passive voice of simple present tense is the perception of students they didn't know aspects of language that enable the production of learning passive voice of simple present tense, they lack vocabulary, limited grammar knowledge, never practice using passive voice. The causes of problems in the learning process of passive voice of simple present tense is obstacles, there is no basic in study material, environmental factors and most of the lack of motivation to learn.

The result of students' difficulties in using passive voice of simple present tense is the students' difficulties in using of auxiliary verb be, be + past participle, by + agent, the meaning vocabulary. The cause of students' difficulties in using passive voice of simple present tense, can be classified in internal factor and external factor. In internal factor, the students' need motivation in learning process as evaluations, did not have talent in learning passive voice, did not have interest in learning passive voice. Whereas in external factor, the school not complete facilities in learning process, the building conditions comfortable for learning process, many students did not obedient in school

rules, relationship between family and students', relationship between teacher and students'.

*Key Word: Passive Voice, Simple Present Tense, Students' Difficulties*







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## MOTTO

“... فَإِنَّ مَعَ إِسْرٍ لَّعُسْرٍ...”

*“... For indeed, with hardship [will be] ease ...” (QS. Al Insyirah;  
5)<sup>1</sup>*



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<sup>1</sup> Abdullah Yusuf Ali, “*The Meaning of Holy Qur’an*” [online] available at  
<http://www.scribd.co/doc/2042683/Al-Quran-Terjemahan-Yusuf-Ali>, [October, 2th,2019]

## **DECLARATION**

I hereby state that this thesis entitled: “An Analysis of Students’ Difficulties in Using Passive Voice of Simple Present Tense at the First Semester in the Twelfth Grade of SMAN 1 Pagelaran in the Academic Year 2018/2019” is completely my own work. I am fully aware that I have quoted some statements, references, and ideas from various sources and those are properly acknowledged in the text.



## **CURRICULUM VITAE**

The researcher name is Sulisma Diana. She is called Diana. She was born on September 4, 1996 in Sinar Banten. She is the last child of Mr. Saudi and Mrs. Sholha. She has two beloved sisters, her name is Evi Susi Apriyanti, Lindayani, S.Pd and She also has three brothers, his name is Sa'abiq, Apria Dhoni, and Edwin Juantara, S.Pd.

Researcher attended Elementary School in SDN 3 Pagelaran and finished in 2008. After that, she continued her junior high school at SMPN 1 Pagelaran and finished in 2011. After that, she continued her education at SMAN 1 Pagelaran and finished in 2014. After that she decided to continue her studies at the English Islamic Education Program at Raden Intan State Islamic University in Lampung. While studying at UIN Raden Intan Lampung, researcher participated in UKM Bahasa in 2014 to 2015.



Sulisma Diana





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This thesis is titled " An Analysis of Students' Difficulties in Using Passive Voice Of Simple Present Tense at the First Semester in the Twelfth Grade of SMAN 1 Pagelaran in the Academic Year 2018/2019 " is presented to the English Education Study Program of UIN Raden Intan Lampung. The primary aim of writing this thesis is to fulfill students' partial fulfillment of the requirement to obtain S1- degree.

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## CHAPTER I

### INTRODUCTION

#### A. Background of The Problem

Grammar is a rule that explain how words are combine, arrange or change to show several type of meaning. Define grammar as the way words are put together to make the correct sentences.<sup>2</sup> It can be stated that in order to construct the words into correct sentences, grammar is really need. According Barbara dykes, mentions that the simplest understanding of grammar. According to him, "grammar is a language to talk about language"<sup>3</sup> or it can be interpreted grammar is a language for learning languages. Because from grammar, can learn how to communicate with languages that are related to learning grammar; starting from the vocabulary and function, sentence pattern, expression, and meaning. Grammar is used to know the words, how to use the words in a good way and how to place them in appropriate place. Furthermore, grammar is necessary in constructing grammatical sentences effectively.

Especially in grammar, students are taught the way how to use passive voice. Passive voice is the verb form, where the subject received the action. According to Gelderen, passive constructions are made from active ones by switching the subject and the object. In the passive, the object of an active

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<sup>2</sup> Ur, P. *Grammar Practice Activities: A Practical guide*, (Cambridge: Cambridge University Press, 2009), p.75

<sup>3</sup>Dykes. Barbara *Grammar for everyone: practical tools for learning and teaching grammar*, (Australia: Australian Council for Educational Research Ltd, 2007), p.5

becomes the subject of the passive verb.<sup>4</sup> Generally, the form of sentences can be divided into two forms, active and passive form. Berry said, Passive voice is formed from active sentence by making the object into the subject, transforming the verb, and expressing the original subject in a prepositional phrase beginning with *by*. The object of the active voice becomes subject in passive voice, and followed by *to be* that appropriate tense and changing the verb into past participle. Passive sentences may contain a *by*-phrase in which the complement of *by* the same as the subject in active sentences.<sup>5</sup>

Passive voice is made with different tense of *to be*, followed by a past participle. For example: *Active: Tom opens the door*

*Passive: The door is opened by Tom*<sup>6</sup>

From the example above, it can be conclude the form of passive voice is S + To Be + Past Participle + *by* Object. The object of the active voice becomes subject in passive voice, and the subject of the active becomes object in the passive voice. And followed by *to be* that appropriate tense and changing the verb into past participle.

The *active voice* of a *transitive verb* is for when the subject of a sentence or clause is doing whatever is being done, as in “I learn”. These names are based on the role of the subject-referent in clauses expressing an action.<sup>7</sup> It is mean a verb form in which the subject sentence takes an action expressed by

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<sup>4</sup>Gelderen, E.vAn *Introduction to the Grammar of English*, (Amsterdam: John Benjamins Publishing Company, 2010), p.111

<sup>5</sup> Berry, R *English Grammar a resource book for students*. (New York: Routledge, 2012), p.38

<sup>6</sup>Azar, B.S. *Understanding and using English grammar*, (New York: Pearson Education, 2017), p.208

<sup>7</sup>Huddleston, Rodley *Introduction To The Grammar Of English*. (Cambridge: Departement Of English University, 2015), p.448

verb. Thus the active voice, the subject acts as the person of the action. The opposite of active voice is passive voice. Subject on passive voice is the receiver of the action.

Changing active into passive voice is the object from the sentence move to the beginning of the sentence. Then, the object is followed by to be and past participle. Every tense have quite different rule in passive voice. For example, if the active voice in the simple present tense, used is/am/are as to be and followed by the past participle of the verb.

Simple present tense can change into passive voice form. Simple present tense is one of several forms of present tense in English. The simple present tense is simple to form, just use the base form of the verb a. Simple present tense is describe everyday activities and habits, to make general statement of fact, and to express opinions. With some verbs, the simple present shows an existing condition (something that is happen now). Murphy state, “We were used the present simple to talk about things in general. We use it to say that something happens all the time or repeatedly, or that something is true in general”.<sup>8</sup>

This research was conducted the preliminary research at the SMA N 1Pagelaran. Based on preliminary research, the writer found some problems. The data were obtained by interview the English teacher of senior high school number one Pagelaran and student. The first, interviewed the English teacher

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<sup>8</sup> Murphy, R *English grammar in use (A Self-Study Reference and Practice Book for Intermediate Learners of English)*, (Cambridge: Cambridge university press, 2012), p.4



of senior high school number one Pagelaran.<sup>9</sup> She said that most of the students got difficulties in using passive voice of simple present tense. They had problem in using passive voice because, they not have asset for learn passive voice. That means, from the teacher explanation in SMAN 1 Pagelaran is that the problem actually reside in the teacher himself or the previous teacher. More clearly the teacher before they enter the material stage about passive voice. The teacher gives material that is not understood by students or is not too intense about the material. So that students when they have entered the eleventh grade and given material about passive voice there is a problem or difficulty in understanding the use of passive voice in the form of simple present tense. It happened, because in before semester, they were not learn about passive voice.

Difficulties with their meaning vocabulary and the students confused for change verb 1 in active voice become verb 3 in passive voice, difficulties in determining the subject, difficulties in using auxiliary verb be, and using by in passive voice.

Difficulties with using unfamiliar vocabulary. Vocabulary is a knowledge that study about word, part of word that give clues to the meaning of whole words.<sup>10</sup> When the students found the difficult words that they did not know the meaning of related words in a reading text. Vocabulary can give contribution to the students. The students confused for change verb 1 in active voice become verb 3 in passive voice. Verb is the most complex parts of

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<sup>9</sup>Interview Between The Researcher And English Teacher, Maysaroh SMA N 1 Pagelaran On 29th January 2019.

<sup>10</sup>Richards, Jack C and Renandya Willy A. *Methodology in Language Teaching*. (New York : Cambridge University Press,2003),p.225.

speech.<sup>11</sup> Verb is one of the parts of speech that become the central core of a sentence that serves to show an action of the subject, showing events or circumstances. In passive voice verb 1 become verb 3, for know verb 3 you should know an irregular verb. Difficulties in determining the subject. The subject usually came immediately before the verb phrase in a clause, and they frequently consist of a noun phrase. They often tell us what the predicate (i.e, everything in the clause that comes after the subject) is about.<sup>12</sup> Difficulties in using auxiliary verb be, The word 'auxiliary' is formed from the Latin auxilium meaning 'help', and in grammar it refers to certain verbs that are used to form tenses. The main 'helpers' are taken from forms of the verbs 'to be' and 'to have'.<sup>13</sup> Using by and other prepositions after passive constructions, because course materials generally pay a lot of attention to the use of *by* to introduce the agent in a passive construction, learners sometimes over-use it – particularly in cases where we use with or in after verbs like contained, cover, decorate.

According to the explanation above, that the problem that occurs in students in studying passive voice in the form of simple present tense is caused by the teacher or instructor. The meaning, from the results of observations and interviews with eleventh grade teachers and eleventh grade students, was found that they experienced difficulties because the teacher before they set up to eleventh grade was less intense or lacking in understanding in giving lessons

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<sup>11</sup>Marcela Frank, MODERN ENGLISH A Practical Reference Guide, (New Jersey: Prentice-Hall, Inc., 1972),p.225.

<sup>12</sup>Parrot.M .*Grammar For English Language Teachers*, (New York: Cambridge university press,2010),p.305.

<sup>13</sup>Opcit,p.60

about passive voice. As a result students have difficulty in learning and understanding passive voice material in the form of simple present tense.

In conclusion, students got some difficulties in using the form of passive voice. The first, students think that the subject of a sentence is the agent when it isn't. The second, students may leave out auxiliary verb before the past participle. The third, students may fail to use a past participle form of the main verb. It can be concluded that there are several factors that cause the students' difficulties in using passive voice. Students got difficulties in determining subject in passive voice, difficulties in choosing the correct auxiliary verb (*to be*), and difficulties in using past participle form.

In previous research on difficulties in using passive voice of simple present tense was conducted by Kurnia, on her thesis "student ability in using passive voice"<sup>14</sup> she said that the most students difficulties in learning passive voice was in the mastering of past participle. Other research was conducted by Ahmad Effendi, with the title "improving students understanding in learning passive voice of present continuous tense through pattern drills"<sup>15</sup> the results of interview, observation and questionnaire show that students experience good development in learning the passive voice of the present continuous tense after being apply in the teaching and learning process.

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<sup>14</sup>Kurniasandi, *An Analysis of Students Ability in Using Passive Voice at the Third Grade Students Of MAS Kepenuhan*. Faculty of teacher training and education university of pasirpangaraian, 2016, p.2

<sup>15</sup> Ahmad effendi, *Improving Students Understanding in Learning Using Passive Voice of Present Continuous Tense Through Pattern Drills at First Grade at SMK BINA INSANI Tangerang*. Department of English education faculty of Tarbiyah and teachers training SYARIF HIDAYATULLAH STATE ISLAMIC UNIVERSITY JAKARTA , 2013, p.14



The difference between research by Kurnia, Ahmad Effendi and The research are ability and how to teach is appropriate for passive voice material. While the researchers themselves discussed the difficulties in using passive voice material in the form of simple present tense

The reason the researcher analyzes difficulties in using passive voice present tense because they still often find students on campus during comprehension tests having difficulty in answering questions. Therefore, the writer analyzes this research to gain an understanding of the material. Besides, students can distinguish between active voice and passive voice. The researcher wanted to add vocabulary and knowledge insights to students in using the passive voice of simple present tense. Students can apply it in your daily life.

Referring to the description above, the researcher was investigated the students difficulties in using passive voice of simple present tense. From the background of the problem the writer was conducted “analysis of students difficulties in using passive voice of simple present tense at the second semester of the eleven grade of SMA N 1 Pagelaran 2018/2019 academic year”.

## **B. Identification of The Problem**

Based on the background of the problem above, the researcher identifies the problem as follows:

1. The students at the eleventh grade still have difficulties using passive voice.
2. The students could not differentiate between active voice and passive voice.
3. The students got difficulties in determining the subject, using auxiliary verb *be*, and using *by* in passive voice.

### **C. Limitation of The Problem**

According to identification of the problem above, writing thesis proposal requires specific knowledge and skills. Grammar is knowledge about rules and usage of tenses and other aspects that plays important role in helping students to write good sentences. The tense is limited to simple present tense, in the sentences of positive, negative and interrogative. The limitation of this research was focused on the analysis of students' difficulties in using passive voice of simple present tense at the second semester of eleventh grade of SMAN 1 Pagelaran, Pringsewu.

### **D. Formulation of the problem**

Based on the limitation of the problem above, this research was used formulates the problem:

- a. What are students problems in learning English in using passive voice of simple present tense?
- b. What are the cause difficulties students in using passive voice of simple present tense?

### **E. The Objective of The Research**

The objective of the research to identifying and knowing several factors that cause difficulties for students in using passive voice of simple present tense. For knowing what are the difficulties and obstacles students in using passive voice of simple present tense.

#### **F. The Use of The Research**

The use of this research are as follows:

1. Theoretically

The result of this research was used as the references for those who want to conduct a research in English teaching process.

2. Practically

For students:

In this research, students' was found problem difficulties in using passive voice of simple present tense. This research is expected to help the student to resolve difficulties in using passive voice of simple present tense.

For teacher:

The result of this research became new information, because the teacher was knew how far the students understand about material in using passive voice of the simple present tense. The teacher was knew the difficulties which are faced by students when they learning using passive voice of the simple present tense, and the cause of those



difficulties. This research for motivate the teacher can make them as feedback for further remedial teaching.

#### **G. The Scope of The Research**

1. Subject of the research

The subject of this research was the second semester of eleventh grade students of SMAN 1 Pagelaran.

2. Object of the research

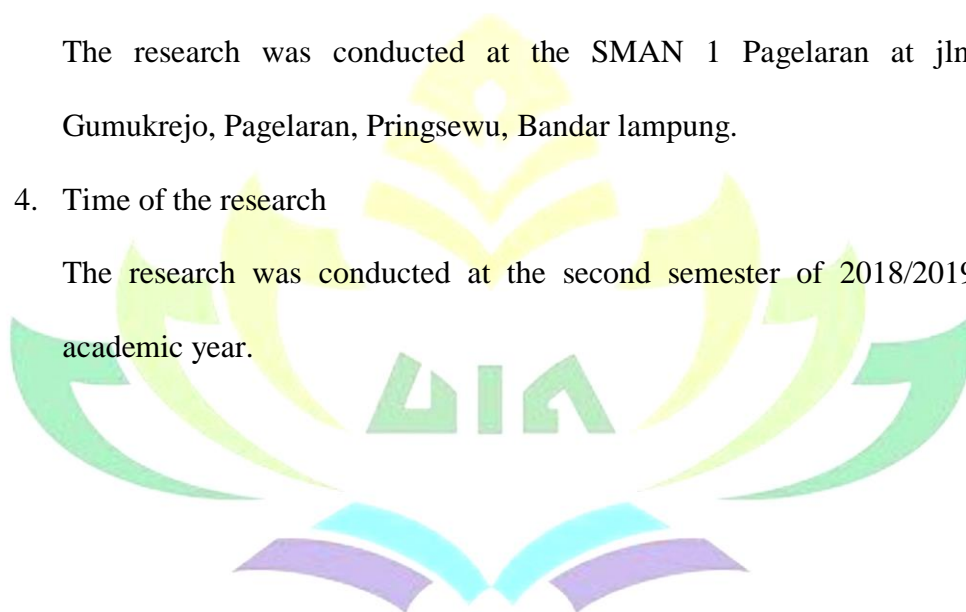
The object of this research was the students' difficulties in using passive voice of the simple present tense at the second semester of eighth grade of SMAN 1 Pagelaran.

3. Place of the research

The research was conducted at the SMAN 1 Pagelaran at jln. Gumukrejo, Pagelaran, Pringsewu, Bandar lampung.

4. Time of the research

The research was conducted at the second semester of 2018/2019 academic year.



## CHAPTER II

### REVIEW OF LITERATURE

#### A. Concept of Grammar

Grammar of language is the set of rules that govern its structure. According to Thornburry, grammar is a description of the rules that governs how a language sentences are formed.<sup>16</sup> In addition, Harmer states that grammar is the way words are formed—and can change their form in order to express different meaning is also at the heart of grammatical knowledge.<sup>17</sup> It means that not only to arrange the words in grammatically correct, grammar is also used to get the understanding of the meaning of the sentences. According to Fromkin and Rodman, The grammar of a language consists of the sounds and sound patterns, the basic units of meaning such as words, and the rules to combine all of these to form sentences with the desired meaning.<sup>18</sup> So that grammar is the pattern word, if it is combined by several word will have a new meaning. And it is a basic unit of meaning because without that thing it can not be able to send a message about some information.

Based on the definitions of grammar above, the researcher concludes that grammar is the component of language to help the user produce the word and to make meaningful sentence or information. Grammar refers to the rules about how to speak and write in language. Every language that people produce has grammar.

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<sup>16</sup> Scott Thornburry, *How To Teach Grammar*, (Edinburgh Gate: Pearson Education Limited, 1999), P.9

<sup>17</sup> Jeremy Harmer, *The Practice Of English Language Teaching* (England: Pearson Education Limited, 2007), P.32.

<sup>18</sup> Fromkin, V. Rodman, R. Hyams, N. *An Introduction To Language Seventh Edition*. (Los Angeles: University California, 2002), P.35

It means that every language has different grammar. English grammar is different from Indonesian grammar. So, if the students study English, they also have to study English grammar because Grammar is a study about how to make and arrange the sentence. Grammar is the important part of languages, and grammar is very important for the learner. Grammar cannot be separated from words and sentence. It is a rule of organize the word into understand sentence.

## **B. Concept of Simple Present Tense**

### **1. Definition of simple present tense**

Simple present tense is the one of the sixteen tense. According to Raymond Murphy, said that "We use the principle simple to talk about things in general. We use it to say that something happens all the time, or that something is true in general."<sup>19</sup> It means simple present to declare something that happens all the time or over and over again, or states something that is general truth. Whereas according to Betty, which states "in general, the simple expressions of events that exist always, usually, they exist now, have existed in the past, and probably will exist in the future".<sup>20</sup> So, simple present states events or situations that are always, usually, habitually there are; simple present at now, already in the past, and is likely in the future. Simple present tense is usually form by adding -es or -s for the third person singular subject.

### **1. Formula of simple present tense**

#### **a. Verbal sentence**

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<sup>19</sup>Murphy, Raymond. *English Grammar in Use*. (New York: Cambridge University Press, 2012), p.15

<sup>20</sup>Azar, Betty Schramper. *Understanding and Using English Grammar fifth Edition*. (New York: Longman, 2002), p.14

Verbal sentence is the sentence that has predicate verb. Simple Present Tense can be formed into three sentences, affirmative, interrogative, and negative.<sup>21</sup>

+) S + V1 (s/es) + O  
-) S + do/does + Not + V1 + O  
?) Do/Does + S + V1 + O?

1) *Affirmative*

*S + V1 (s/es) + O*

*Example:*

*I always get up at 5 o'clock every morning*<sup>22</sup>

2) *Negative*

*S + do/does + Not + V1 + O*

*Example:*

*I do not speak English everyday*

3) *Interrogative*

*Do/Does + S + V1 + O?*

*Example:*

*Do you speak English everyday?*

*In using the third person there are some different ways, namely:*

final -s/-es, Vowels = a, e, i, o, u. Consonants = all other letter in the alphabet.<sup>23</sup>

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<sup>21</sup>AkhmadKardimin, Drs, *English Grammar Tata Bahasa Inggris Edisi Lengkap*, (PustakaPelajar, Yogyakarta, 2003)

<sup>22</sup> ibid



a) *Simple way for third person singular add with “s” in verb*

- 1) *He sometimes speaks English.*
- 2) *Uniwins a solo song competition.*
- 3) *Dani walks to the school every morning.*

b) *Verb ending with -x,-s, -ch, -sh and o add “es” for third person singular*

- 1) *He fixes his motorcycle.*
- 2) *She expresses her idea in written form.*
- 3) *Arif sometimes watches television in the morning.*
- 4) *My sister washes her clothes.*
- 5) *He does his examination seriously.*

c) *Verb ending with -y after consonant change -y with “I” then add “es”*

- 1) *Yuyun always studies the English subject twice a week.*
- 2) *She often carries her bag.*

d) *Verb ending -y after vowel so add “s”*

- 1) *She always says openly and honest.*
- 2) *My brother often plays football at 4.30 p.m*

b. *Nominal sentences*

*Nominal sentences is the sentences that has predicate no verb, but it is to be (is, am, are).<sup>24</sup>*

<sup>23</sup> Azar, Betty S  
Longman, 2003), p.26

<sup>24</sup> ibid

+) S + To Be + C

-) S + To Be + not + C

?) To Be + S + C?

1) *Affirmative*

S + To Be + C

Example:

- a) *I am a teacher.*
- b) *You are my best friend.*
- c) *They are in the library.*
- d) *He is a handsome boy.*

2) *Negative*

S + To Be + not + C

Example:

- a) *I am not a teacher*
- b) *You are not my best friend*
- c) *They are not in the library*
- d) *He is not a handsome boy*

3) *Interrogative*

To Be + S + C?

Example:

- a) *Am I a teacher?*
- b) *Are you a teacher?*
- c) *Are you my best friend?*
- d) *Am I your best friend?*
- e) *Are they in the library?*
- f) *Is he a handsome boy?*

## 2. Function of simple present tense

### a. Expresses customs and habitual actions.

1) *I always get up at o'clock every morning.*<sup>25</sup>

2) *My mother often gives me advice.*

3) *We are usually come here.*

4) *She always studies very hard.*

5) *I hope for the best.*

6) *He loves his wife.*

### b. Expresses general truths

1) *The earth revolves around the sun*

2) *The sun rises in the East and sets in the West.*

3) *A week has seven days.*

4) *A year has twelve months.*

## 3. Use of Simple Present Tense

From the explanations of the three grammar experts above we can already draw some understanding of the use of simple present tense.

1) Simple present used to state events that occur in general whose truth is not in doubt. The general event is now, in the past or even possible in the future.

Example:

a) *The earth goes around the sun.*

b) *Bees make honey.*

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<sup>25</sup> Ibid, p.16

c) *Water boils at 100 Celsius*<sup>26</sup>

The information occurrence of a "the earth goes around the sun" is a general occurrence whose truth is undoubted. These events also occur in the present, have occurred in the past, and are likely to occur in the future. The same applies to events b and c.

- 2) Simple present tense is used to express events that are always, usually, habitually performed. Usually in present tense sentences use time adverbs such as: always, usually, habitually, permanently, repeatedly, every day / week / month / year, etc. The incident is also not bound by the present but can also occur in the past or even possibly in the future.

Example

a) *Rini always reads grammar books in the Library.*

b) *Aldi plays football every Sunday afternoon.*

c) *I usually eat omelet as my breakfast.*

The information about occurrence a, "Rini always reads grammar books in the library", is a common occurrence which is undoubtedly true. These events also occur in the present, have occurred in the past, and are likely to occur in the future. The same applies to events b and c.

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<sup>26</sup> Ahmad. Antoni, *media belajarbahasainggris*,  
<http://www.belajarbahasainggris.us/2012/03/belajar-grammar-bahasa-inggris.html>



- 3) Simple present tense is used to express the sequence of events that are usually used when demonstrating, giving commentaries or giving instructions.

Example:

- a) *How to make omelet - First I take the bowl and break two eggs into it. Next....*
- b) *Iniesta passes to Messi, Messi shoots, and it's goal!*
- c) *How to get to the station - You go right on the traffic light, then you turn left.*<sup>27</sup>

4. Time signals generally used in simple present tense

- a. Adverbs of time, they are: every day, every week, every month, every year, every time, every Sunday, every morning, every night, every at 7 o'clock, etc. these adverbs of time more place or use in the end of sentences.
- b. Adverbs of frequency, they are: always, usually, ever, never, seldom, often, sometimes, rarely, once a day, twice a day, etc. these adverbs of frequency is mostly place or use before verb.<sup>28</sup>

## 2. Concept of Passive Voice

Hasan and Saranya, stated that English language has two voice, such as active and passive.<sup>29</sup> Alexander said, "in the active voice, the subject of the

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<sup>27</sup> Ibid.

<sup>28</sup> Ibid

<sup>29</sup> Somathan and Saranya, *Developing a Simple Passive Voice Constructor in English*, *International Journal Applied Research* 2015;1(7): 649-651.

verb is the person or thing that does the action. In the passive voice, the action is done to the subject”.<sup>30</sup> That means the passive voice is a verb form that indicates that the subject of a sentence it suffered as a result of an action or work. The essential components of the English passive voice are a form of the auxiliary verb be (or sometimes get), and the past participle of the main verb indicate the action. Although the passive voice is less common than the active voice, there are several good reasons to sometimes use the passive. On this thesis, researcher will explain how to using the passive voice and explain the difficulties using passive voice of simple present tense.

According to Thomson and Martinet, it is usually better to write sentences with active verbs because active verbs are more direct, but there are two circumstances in which the passive voice is preferred.<sup>31</sup> The direct object of active sentence becomes the subject of the passive sentence. Because every sentence in English must have a subject, passive sentences can be form only from transitive verbs, which can take direct object.<sup>32</sup> The uses of passive sentence as follows :

- a. When it is not necessary to mention the doer of the action as it is obvious who is/was/will be:

They rubbish hasn't been collected.

Your hand will be X-rayed.

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<sup>30</sup>Alexander, L.G, *Longman English Grammar*. (London: Longman Group UK Limited,1999),p.189.

<sup>31</sup>Thomson, A.J & Martinet, A.V.A Practical English Grammar. (New York: Oxford University Press,1996), p.266.

<sup>32</sup>Alice, Oslima and Hogue, Ana.Writing Academic English. (London: Addison– Wesley Publishing Company,2002),p.189

The streets are swept every day.

- b.** When we do not know, or do not know exactly, or have forgotten who did the action:

The minister was murdered.

You will be met at the station.

My car has been moved.

I have told that . . .

- c.** When the subject of the active verb would be 'people':

He is suspected of receiving stolen goods. (people suspect him of . . .)

They are supposed to be living in new York. (people suppose that they are living . . .)

- d.** When the subject of the active sentences would be the indefinite pronoun *one*: *one sees this sort of advertisement everywhere* would usually be expressed:

*This sort of advertisement is seen everywhere.*

In colloquial speech we can use the indefinite pronoun *you* and an active verb:

*You see this sort of advertisement everywhere.*

But more formal English requires *one* + active verb or the more usual passive form.

- e.** When we are more interested in the action than the person who does it:

*The house next door has been bought (by a Mr Jones).*

If, however, we know Mr Jones, we would use the active:

*Your father's friend, Mr Jones, has bought the house next door.*

Similarly:

*A new public library is being built (by our local council)*

Though in more informal English we could use the indefinite pronoun they and an active verb:

*They are building a new public library*

While a member of the council will of course say:

*We are/the council is building etc.*

- f. The passive may be used to avoid an awkward or ungrammatical sentence. This is usually done by avoiding a change of subject:

*When he arrived home a detective arrested him*

Would be better expressed:

*When he arrived home he was arrested (by a detective).*

*When their mother was ill neighbours looked after the children*

Would be better expressed:

*When their mother was ill the children were looked after by neighbours.*

- g. The passive is sometimes preferred for psychological reasons.

A speaker may use it to disclaim responsibility for disagreeable announcement:

Employer: *overtime rates are being reduced/will have to be reduced.*

The active will, of course, be used for agreeable announcement:

*I am/we are going to increase overtime rates.*



The speaker may know who performed the action but wish to avoid giving the name. Tom, who suspects Bill of opening his letters, may say tactually:

*This letter has been opened! Instead of you have opened ths letter!*

- h. For the have + object + past participle construction,

*I had the car resprayed.*<sup>33</sup>

### **3. Students Problem in Learning of Using Passive Voice**

In learning English, the students usually find the difficulties when they learn passive voice. According parrot, said that “Teaching materials often concentrate on the form of standard passive construction into passive ones. Learners sometimes end up with the impression that passive construction are some kind of optional, deviant version of active construction. Because the form of passive construction is quite complex. The most students usually find the difficulties to understanding about the using of auxiliary verb “be” and distinguishing the past tense form and the past participle”.<sup>34</sup>

Based on the description above, the researcher concludes that there are two main difficulties in learning and using passive voice, they are: the difficulty in using of verb “be” (auxiliary verb) and distinguishing the past tense form and the past participle. According frank about students difficulty learning passive voice, stated the verb is the most complex part of speech.<sup>35</sup>

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<sup>33</sup>*Ibid*, p.133

<sup>34</sup>Parrot.M .*Grammar For English Language Teachers*, (New York: Cambridge university press,2010),p.338

<sup>35</sup>Frank, Marcella, *Modern English; A Practical Reference Guide*, (New Jersey:Prentice-Hall,1975),p.47

In learning, it is quite normal that the students usually find internal and external problems.<sup>36</sup> The majority of the students in Indonesia have problems in learning English. In general, the problems were related to low motivation, bad learning habits, and attitude toward learning. However, external factors like the classroom condition also hampered the students in learning English. The students also had problems in learning all English language skills, including listening, speaking, reading, and writing. In general, the problems in learning those language skills have related to the problems in vocabulary or diction, grammar, mechanics, self-confidence, and concentration. In overcoming those problems, the students made some efforts. The efforts made are considered good since they matched with the problems. However, they could not give maximum result since the students did not do those efforts continuously and regularly. In helping the students to overcome the problems, the teacher also made some efforts. Yet, the teacher could not make maximum efforts because she lacks facilities and time.<sup>37</sup>

Based on above explanation can be conclusion Learning difficulties are based on: (1) Learning Motivation; (2) English Learning, (3) The Role Of Teacher And Students In Learning, (4) Infrastructure, (5) Learning Materials, And (6) Learning Environment.

## 1. Difficulties in learning English

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<sup>36</sup> Dimiyati and Mudjiono. *Belajar dan Pembelajaran*. (Jakarta: Rineka Cipta Ellis, K. 2012), ESL: English as A Second Language, (Online), (<http://www.educyberpg.com/literacy/esl.asp>), retrieved on April, 24th 2012,p.9

<sup>37</sup> Handayani, D. N. *The Problems of Learning English at SMPN 9 Malang. Unpublished thesis*. (Malang: State University of Malang,2009),p.9

#### a. Learning Motivation

There are two types of motivation, namely intrinsic and extrinsic. Intrinsic motivation is an encouragement to do something without force (reinforcement) and rewards from anyone. Extrinsic motivation is the drive to do something depending on rewards. If someone realizes that he has intrinsic motivation, gifts can have a negative effect on his performance.<sup>38</sup>

#### b. English Learning

Learning is a conscious process that involves a person's memory related to information that is being studied, for example saying greetings, using language rules, and vocabulary.<sup>39</sup> Language learning can be in the form of knowledge about language systems and language use. Modern language learning involves institutions, instructors, learners, and teaching. Modern language learning systems are ideally based on needs analysis. needs analysis is a procedure for gathering information about learning needs at a certain level of learning, namely to formulate learning objectives and content.<sup>40</sup> The various aspects mentioned above involve the role of teachers and students.

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<sup>38</sup> Gage and Berliner. *Educational Psychology*, ( London: Houghton Mifflin Company, 2000),p.412

<sup>39</sup> Tomlinson, Brian. *Materials Development in Language Teaching*. (Cambridge: Cambridge University Press, 1998),p.4

<sup>40</sup> Richards, Jack C. *Curriculum and Materials Development for English Teaching*. (Cambridge: Cambridge University Press 2001),p.51-90

c. The Role of Teacher and Students in Learning

The teacher has the same role related to assumptions about language and language learning at the level of his approach.<sup>41</sup> The application of the method depends entirely on the teacher as a source of knowledge and direction, catalysts, consultants, mentors, and learning models and developers interactional patterns between lecturers and students.

d. Infrastructure

The learning process involves preparing teaching material as a means of realizing learning objectives and will reflect decisions regarding the main purpose of providing teaching materials, namely presenting content, practicing, facilitating communication between students, and encouraging students to learn independently. Example of teaching materials, namely textbooks, audiovisuals, and computer shows (computer displays).

e. Learning Materials

In communicative methodology, teaching material plays a role for: (1) facilitating the development of students' communicative abilities in interpreting, expressing language, and negotiating between students; (2) helping to understand discourse and language activities that are relevant to communicative needs between language users; (3) guide interest and involve students' intelligence

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<sup>41</sup> Cunnings, worth, Alan. *Choosing Your Course book*. (Great Britain: The Bath Press, 1995),p.113



and creativity; (4) involves various types of texts and media for competency development through various kinds of activities and exercises.<sup>42</sup>

f. Learning Environment

The success of teaching is not only influence by the quality of the teacher but also influence by the existence of the institution, students' learning motivation and the teaching process. Whether the institution is conducive or not depends on the objectives and mission of the institution; management style; togetherness among staff; the role of the lecturer; monitoring system; supporting facilities; curriculum and teaching planning system; tips for institutions to make changes; and communication openness. The active role of students depends on the level of motivation in learning. High learning motivation will support the improvement of learning outcomes.

2. The Classify of Difficulties in Using Passive Voice

a. Difficulty in Using of Auxiliary Verb Be

According Frank, stated the verb is the most complex part of speech.<sup>43</sup> Its varying arrangements with noun determine the different kinds of sentences—statements, question, command, exclamations. And according to Boer, verb is word that asserts something about person,

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<sup>42</sup> Richards, Jack C. *Curriculum and Materials Development for English Teaching*. (Cambridge: Cambridge University Press 2001), p.24-25.

<sup>43</sup> Ibid, p.47

things or ideas and is essential to sentence meaning.<sup>44</sup> Indonesian students are exposed to the form of the verb “be” almost immediately in their earliest English classes the forms are easy to describe and understand yet the post problems for learners at all levels. The special verb “be” (is, am, are, was, were, been) can be used as verb itself and as auxiliary verb. Auxiliary verb forms are arranged in certain position with verbs signal the time (tense) an event take place.

b. Be + Past Participle

To form the passive voice, be + past participle is used as the main verb. According to Betty Azar, the passive voice is formed by using the appropriate form of verb be (am, is, are, was, were, been, being) with the past participle of the main verb.<sup>45</sup> In passive voice, objects from active voice are subject to passive voice. Main verb in passive sentences in English always uses to be with past participle (V3). Here are some types of active and passive sentences in language English.

1. The passive sentence which is the culprit (doer, agent) is unknown.

Example:

Passive: One of our glasses was broken.

Active: Someone broke one of our glasses

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<sup>44</sup> Boer, J. De. Jhon, *Basic Language; messages and meaning Teacher's annotated Edition*, (New York; Harper and row publisher, 1982), p.69

<sup>45</sup> Azar, Betty Schampher, *Fundamental of English Grammar Third Edition*, (New York: Longman, 2003), p.287

2. Passive sentences whose actors are unclear or not important.

Example:

Passive: English is spoken all over the world

Active: People of all over the world speak English.

3. Passive sentences that are known or stressed.

Example:

Passive: The bread is being eaten by my brother.

Active: My brother is eating the bread.<sup>46</sup>

a. By + agent

because course material generally pay a lot attention to the use of *by* to introduction the agent in a passive construction.<sup>47</sup> The agent, the performer of the action, is expressed by a prepositional phrase with *by*. The passive voice subject determine whether the verb “be” is singular or plural. The agent can be include in the passive sentences in a phrase with “by +agent” use in passive voice to tell who or what performed he action of the verb. However, many passive sentences do not include *by + agent*.

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<sup>46</sup> Ibid

<sup>47</sup> Ibid,p.342

## b. The meaning Vocabulary

Vocabulary is a very important component in learning sentence structure. From the vocabulary students can understand what the sentence contains in the text. According Richards and Willy, Vocabulary is a knowledge that study about word, part of word that give clues to the meaning of whole words.<sup>48</sup>

## a. The factor cause of difficulties in using passive voice

Factors that cause learning difficulties can be classified into two groups, namely:

A. Internal factors (factors from within man himself), which include:

### 1. Physiological Factor

Physiological factors that can cause learning difficulties in students such as the condition of students who are sick, not healthy, they are weakness or disability and so on.<sup>49</sup>

#### i. because of illness

A sick person will experience physical weakness, so that sensory nerves and motorist

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<sup>48</sup> Richards, Jack C and Renandya Willy A. *Methodology in Language Teaching*. (New York : Cambridge University Press, 2003), p. 225.

<sup>49</sup> Irham & Wiyani, *faktor kesulitan belajar*, 2013. p. 264-265

are weak. As a result, stimuli received through the senses cannot be transmitted to the brain.

ii. Because of body defects

Mild body defects such as lack of hearing, lack of vision, psycho meter disorders. Meanwhile, disability remains (serious), such as blind, deaf, mute missing his hands and feet. For the mild group, many still attend general education, provided the teacher pays more attention and takes the right placement. Whereas for the serious group, special education must be entered.<sup>50</sup>

i. Psychological factor

Psychological factors students that can cause learning difficulties include the level of intelligence is generally low, talent for subjects low, lack of interest in learning, low motivation, and conditions poor mental health.<sup>51</sup>

a. Intelligence

This group has the potential to complete their education in college. So the higher the IQ, the more intelligent someone will be. Those who

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<sup>50</sup> Khairani, makmun. *Psikologi belajar*, (Yogyakarta: aswaja pressindo, 2017),p.255

<sup>51</sup> *Opcit*, Irham & Wiyani,p.264-265



have IQ that are classified as mentally weak will experience many learning difficulties.

b. Talent

Talent is a basic potential / skill that has been brought from birth. Every innocent individual has different talents. So, someone will easily learn according to their talents. If a child has to learn other ingredients from his talents the individual will quickly get bored, easily discouraged, and not happy.

c. Interest

The absence of a child's interest in a lesson will result in learning difficulties. Learning that has no interest may not be in accordance with his talents, not according to his needs, not in accordance with his skills will cause many problems for the child. The presence or absence of someone's interest in the lesson can be seen in the way children take complete lessons on notes, etc.

d. Motivation

Motivation as a factor of inner (inner) function creates, underlies, directs the act of learning.

Motivation can determine the good or not in achieving the goal so the greater the motivation will be the greater the success of learning.<sup>52</sup>

B. External factors (factors from outside humans) which include:

1. Non-social factors

Non-social factors that can cause learning difficulties in students can be in the form of learning equipment or learning media that are not good or even less complete, the condition of the study room or building is lacking feasible, a curriculum that is very difficult to describe by teachers and mastered by students, when the learning process is lacking in discipline, and so.<sup>53</sup>

a. Tool

Less complete learning tools make the presentation of the lesson not good. Technological advances in the development of educational tools will lead to changes in teacher teaching methods, increasing children's knowledge. The absence of these tools the teacher will use the lecture method which causes passivity for the child, so that they experience difficulties in learning.

2. Building conditions

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<sup>52</sup> Ibid. khairani, makmun,p.260

<sup>53</sup> *Opcit*, Irham & Wiyani,p.264-265

Especially in classrooms where students learn English. The room must meet the requirements namely, the room must be windowed, enough ventilation, fresh air and sunlight can enter the room, the room must be clean, comfortable, and the condition of the building away from the crowds that will cause learning difficulties in children

iii. Curriculum

Poor curriculum, for example, the ingredients are too high, unequal distribution of materials, and the existence of material data will cause difficulties in children's learning.

iv. School time and lack of discipline

There are three student entrance times, morning, afternoon and evening. then in the three conditions, the right time to study is in the morning. Because is a good time to study, morning. Besides that, lack of discipline for example, wild students, often late to arrive, assignments given are not carried out, this will hamper the learning process.<sup>54</sup>

2. Social factors

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<sup>54</sup> Ibid. khairani, makmun,p.260

Social factors that can also cause emergence student problems such as family factors, school factors, friends play, and the wider community environment.<sup>55</sup> It's meant, social factors are factors that are very dominant in learning difficulties on the influence of student learning success. Because social factors are factors that originate from outside of human beings, for example, factors from teachers, teachers who are less able to choose the learning method used.

a. Family factor

The family is the main and first education center. But it can also be a factor in learning difficulties. For example, the parent factor, parents do not pay attention to their children's education is ignorant to their children. The relationship between parents and children, which is meant by the relationship is caring love will lead to mental health for children. If the relationship between parents and children is not harmonious, it will cause no progress in children's thinking.

b. School factor

Important factors in the school in question are teachers, teachers who are not qualified in taking the methods used or in the subjects they hold. The relationship between

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<sup>55</sup> *Opcit*, Irham & Wiyani, p.264-265

teacher and student is not good. This starts with the nature and attitude of the teacher who is not liked by students, for example, teachers who like to be angry, rude, never smile, and like to shout, etc.<sup>56</sup>

#### 4. Passive Voice of Simple Present Tense

The passive voice in the simple present tense can be presented in affirmative, negative and interrogative forms. To make a passive voice in the simple present using the affirmative form of sentences, the following formula is used:

Subject + To Be (am/is/are) + Past Participle + By Agent

To make a passive voice sentences in the simple present tense using the negative form, the following formula is used:

Subject + To Be (am/is/are) + Not + Past Participle + By Agent

To make a passive voice in the simple present tense using the form of interrogative sentences, the following formula is used:

To Be (am/is/are) + Subject + Past Participle + By Agent?<sup>57</sup>

All subjects in those three formulations are derived from the object of the active sentences and usage of be which are in this form am/is/are must be in line with the subject of a passive voice whether it is singular or plural. If the subject is first person

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<sup>56</sup> Ibid. khairani, makmun,p.260

<sup>57</sup> Azar, Betty Schampher, *Fundamental of English Grammar Third Edition*, (New York: Longman,2003),p.287



singular, use to be (am). If the subject is third person singular or singular noun (she/he/it), use to be (is) and if the subject is plural, use to be (are).



## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Research design

This research was used descriptive qualitative research. Qualitative research is a research that produces descriptive data in the form of written words from the research subject and it is behavior that can be observed.<sup>58</sup>

According Cresswell, “Qualitative research is an inquiry process of understanding based on distinct methodological traditions of inquiry that explore the social or human problem”.<sup>59</sup> The qualitative research give more information in various ways the research subjects. Moreover, through the qualitative research, the researcher has an occasion to know are the personal or technical problems in these topics of research indeed.

The researcher concluded that qualitative research is a form of activity that questions information by identifying individuals or phenomena in the natural settings of everyday life. Based on the description above, this research uses qualitative research and researcher function as researcher and function as observer. So, in this study, the researcher explained the problem of students' difficulties in using passive voice of simple present tense.

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<sup>58</sup>Ag.BambangSetiyadi,*metodepenelitianuntukpenelitianbahasaasing*, (Yogyakarta: grahailmu,2006) p.219

<sup>59</sup>J. w Cresswell, *research design qualitative and quantitative approaches*, (usa: SAGE Publications, inc, 1994) p.24

## **B. Population, Sample and Sample Technique**

### **1. Population**

That all of the people who can be the target of the research was called population.<sup>60</sup> In addition, Lodico states “that a population is the wider group of individuals about which the research wanted to make statements”.<sup>61</sup> It means that population in this research was all students of the eleventh grade of SMAN 1 Pagelaran in the academic year of 2018/2019. The number all of students are 78.

### **2. Sample**

A sample is a smaller group selected from a larger population (in this case, a realistic population) this is representative of the larger population. Samples allow researcher to work with a smaller, more manageable subgroup of the realistic population.<sup>62</sup> In addition, Mcmillan and Schumacher state that the sample can be selected from a large number group of persons, identified as the population, or it can simply refer to the group of subjects from data are collected.<sup>63</sup> Sample (that is, a subset) of a population is selected for any given study.<sup>64</sup> In conclusion, a sample is a smaller group that is subgroup of a

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<sup>60</sup>*Ibid*, p.38.

<sup>61</sup>Marguerite G. Lodico, *Methods in Educational Research from Theory to Practice* (San Francisco: A Wiley Imprint, 2006), p.140.

<sup>62</sup>*Ibid*, p.141.

<sup>63</sup>James H. McMillan and Sally Schumacher, *Research in Education: A Conceptual Introduction*, (New York: Longman, 2001), p.169.

<sup>64</sup>Natasya Mack, *et. al.* *Qualitative Research Methods: A Data Collector's Field Guide* (New York: Asaid, 2005), p.5

population is selected for any given study. In this research the researcher used one class as the sample, they were students of XII MIPA 1 at the twelfth grade of SMAN 1 Pagelaran.

### 3. Sampling technique

The method to get the sample is usually called a sampling technique. Based on the most common sampling methods used in qualitative research purposive sampling, quota sampling, and snowball sampling. According to Arikunto, “the technique of taking samples is not based on random, regional or strata, but based on the existence of considerations that focus on specific goals”.<sup>65</sup> Sugiyono state, techniques for determining research samples with certain considerations aimed at making the data obtained later more representative.<sup>66</sup> According to Goldin, representative is a configuration (form or arrangement) that can describe, represent, or symbolizes something in away. Representation is also something that represents, describes or symbolizes an object and or process.<sup>67</sup> It’s meant, representative is a form of substitution to explain a concept of a problem to find solutions in different ways based on the interpretation of the mind to be more meaningful. Based on the understanding of experts above, we can take important points regarding the understanding of the sampling technique and indications of its use. Purposive sampling is more

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<sup>65</sup> Suharsimiarikunto, ct. Al, penelitiaitindakankelas, p.16

<sup>66</sup> Sugiyono, *Metode Penelitian Pendidikan Kuantitatif, Kualitatif and R&D* (Bandung: Alfabeta, 2012), p.208.

<sup>67</sup> Goldin, *representative*, (New York: Asaid, 2002), p.13.

appropriate to be used by researcher if indeed a study requires special criteria so that samples taken later in accordance with the objectives of the study can solve research problems and can provide more representative values. So the techniques taken can fulfill the actual purpose of the research.

### **C. Technique of Collecting the Data**

The data collecting technique is the first main step in a research because the main purpose of a research is to get data. Without knowing the data collecting technique, the researcher was not get the data meet the fix standard data.<sup>68</sup> To collect the data for this research, the researcher use test and interview. First, observation is a technique in collecting the data, to the purpose of collecting facts, scores or values, verbalizing or disclosing with words about everything that has been observe. The second, interview is a technique in collecting the data, to find out students difficulty in using passive voice in simple present tense.

To analyze the data of this research, the Researcher applies the instrument as follows:

#### **1. Observation**

The meaning of observation is direct observation of an object contained in the environment, whether it is ongoing at that time or still running which includes various activities of attention to an object study using sensing.<sup>69</sup> In this research,

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<sup>68</sup>Sugiyono, *Metode Penelitian; Pendekatan Kuantitatif, Kualitatif, dan R&D*. Alfabeta (bandung, 2009) p.30

<sup>69</sup>Arikunto, Suharsimi. *Prosedur Penelitian*, (Yogyakarta: Rineka Cipta, 2010), p. 193.



the researcher did not teach to students directly but just observe the students ability about material passive voice. The researcher was collected the data and used the observational checklist when observing the participants in a natural setting. The researcher observes the class to know the process of teaching and learning using the passive voice of simple present tense and to know difficulties in using passive voice.

## 2. Interview

A characteristic from interview in the qualitative research was used questions that answer about narrative and contain about probing questions. The material needed skill and researcher experience.<sup>70</sup> And this research has to selective entry result or record with the real data. In this research, the researcher was interviewed the teacher by giving questions and records the results of the interview. Students answers to find out students' difficulties in using passive voice of simple present.

## 3. Questionnaire

Sugiyono states that Questionnaire is data collection technique that used to giving questions for the respondent to answer the questions.<sup>71</sup> Questionnaires are documents that ask the same questions of all individuals in the sample. Respondents record a written or typed response to each questionnaire item.<sup>72</sup> The

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<sup>70</sup>Suprpto, *Metode Penelitian Ilmu Pendidikan dan Ilmu Pengetahuan Sosial*, (Yogyakarta: Center for Academic Publishing Service, 2013), p. 42.

<sup>71</sup>Sugiyono, *Op.Cit.*, p. 199.

<sup>72</sup>Eliyana, *Loc. Cit*

researcher used the type of close-ended question. Close-ended questions limit the respondent to the set of alternatives being offered. The type of close-ended question is multiple-choice questions. From the question of the questionnaire can to know students difficulties in using passive voice of simple present tense. In this research, the researcher gives the questionnaire with ten questions to all of the students in the XII A after learning the passive voice of simple present tense.

#### 4. Documentation of Test

Documents are other types of data collection in qualitative research. Documentations are printed or written records have existed before the start of the study, such as a personal diary, or that was created after the study began such as student essays.<sup>73</sup> Furthermore, in this research, the researcher gives the task in preliminary research to the student and documented the result of the task as a document. The task was multiple choice and essay which consist of twenty questions about passive voice.

### **D. Research Instrument**

The instrument in naturalistic inquiry is the human. Thus, the researcher is as an instrument in this research in this case, the researcher used triangulation of method to collect the data. The aims of triangulation of method is not to determine the truth about some social phenomenon, rather the purpose of triangulation is to increase

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<sup>73</sup> Marguerite Lodico, *Methods In Educational Research*(USA: wiley imprint, 2010), p.130

one's understanding of whatever is being investigated.<sup>74</sup> Then, the triangulation of the method consists of observation, interview, questionnaire, and documentation of test. The descriptions of this instrument are as follows:

#### 1. Observation

Observation is collecting data process which in this research the researcher observes the research situation.<sup>75</sup> Observation is properly used in the research which is related to teaching learning process, student's activity and problem of difficulties in using passive voice.

In this research, the researcher collected the data used observational checklists when observing participants in a natural setting. In this case, the researcher writes, analyze and make inference about the object under study. The researcher used the specification as follow:

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<sup>74</sup>Ag.BambangSetiyadi, *Op. Cit.*, p.219.

<sup>75</sup>*Ibid*, p.239

**Table 1**  
**Specification of Observation**

Component of observation	Number of question	Total item
To know students difficulties learning English. <sup>76</sup>	1,2,3,4,5,6	6
To know of student's difficulties using passive voice of simple present tense. <sup>77</sup>	7,8,9,10	4
To know the cause students difficulties in using passive voice of simple present tense. <sup>78</sup>	11,12,13,14,15,16,17,18,19,20,21,22	12
Total		22

## 2. Interview

Interview is good research techniques when you want to know what people think or feel about something.<sup>79</sup> According to Sugiyono, interviews provide the

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<sup>76</sup> Handayani, D. N. *The Problems of Learning English at SMPN 9 Malang. Unpublished thesis.* (Malang: State University of Malang, 2009), p.9

<sup>77</sup> Parrot, M. *Grammar For English Language Teachers*, (New York: Cambridge university press, 2010), p.338

<sup>78</sup> Khairani, makmun. *Psikologi belajar*, (Yogyakarta: aswaja pressindo, 2017), p.255

<sup>79</sup> Kristin G Esterberg, *Qualitative Methods in Social Research*, (New York: Mc.GrawHill, 2002), p.37.

writer means to gain a deeper understanding of how the students interpret a situation or phenomenon that can be gained through observation.<sup>80</sup> It means that interview is a conversation between two people or more where ask by the interviewer to gain deeper understanding through observation.

In this research, the interview used in collecting data for the teacher as supporting instrument. The researcher interviewed the teacher about how process teaching and learning in the class and cause problem students difficulties using passive voice of simple present tense. Furthermore, this interview aims to make sure about the result of the observation and got more data relating to this research. The topics of interview can be described as follow:

**Table 2**  
**Interview Guideline**

Aspect (s)	Indicator	No item	Total item
The important of learning English	The teacher's opinion the important of learning English especially passive voice of simple present tense	1	1
The student difficulties in learning passive voice of simple present tense.	The students difficulties learning passive voice of simple present tense	2	1
The cause difficulties about using passive voice of simple present tense.	The teacher problem in learning about passive voice	3,4,5,6,7	5
Total			7

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<sup>80</sup>Sugiyono, *Op.Cit.*, p.232



### 3. Questionnaire

Instrument in this research is questionnaire. In this research, the researcher was used the type of close questionnaires. Based on Arikunto close questionnaires is the question which the respondents can directly answer.<sup>81</sup> Question formats in this research was used multiple choices. Multiple choice questions except the respondent are given a choice of answers and must check one. Distinct choices may make the analysis easier and they provide natural groupings for comparing respondents of various types.<sup>82</sup>

In conclusion, the researcher used close questionnaire to get the detail information of students' problem in learning the passive voice of simple present tense and teachers' problem in teaching passive voice of simple present tense was used the specification of questionnaire as follows:

**Table 3**  
**Specification of Questionnaire**

No	Component of Questionnaire	Indicator	Number of Question	Total Item
1.	To know students difficulties in learning English	The students difficulties learning English	1, 2,3,4,5,6	6
2.	To know the student difficulties using passive voice of simple present tense.	The students difficulties using passive voice of simple present tense	7,8,9,10	4

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<sup>81</sup>Marguerite G. Lodico, *Op. Cit.*, p.113.

<sup>82</sup>Gary Anderson and Nancy Arsenault, *Op. Cit.*, p.182.

3.	The cause difficulties about using passive voice of simple present tense.	The teacher problem in learning about passive voice	11,12,13,14,15,16,17,18,19,20,21,22,23	13
Total				23

#### 4. Documentation of test

In this research, the researcher used documentation of test as an instrument. The documentation of test has done by documenting the students score in passive voice of simple present tense. The test was multiple choices and essay which consist of twenty questions about using passive voice of simple present tense. Then, students was asked to answer question about using passive voice of simple present tense. Finally, the students score was used as documentation of test. The purpose of documentations of test for knew student's difficulties in using passive voice of simple present tense.

### **E. Research Procedure**

To obtain the accurate data, the researcher follows the procedures of research in the following steps, they are:

1. The researcher chose the school and the subject of the research.
2. The researcher came to the class with the teacher in order to make an observation when the teaching learning process was conducted.

3. After the teaching-learning process has finished by the teacher, the researcher was gave the questionnaire to the students.
4. The researcher was interviewed the teacher to know her opinion referring to the student's problem in learning using the passive voice of the simple present tense.
5. Analyze the data and interpreting the data.

To count the percentage of students' response in questionnaire, researcher use the formula as follow:

$$P = f/n \times 100 \%$$

P = Number of percentage

f = Obtained value

n = Total number of sample

Those steps are the procedures of this research. Firstly, the researcher identifies the research problems. Here, the researcher observes the students difficulties using the passive voice of simple present tense, recognizes the students' problem in learning using the passive voice of simple present tense and the teacher's problem in using the passive voice of simple present tense. Secondly, the researcher reviews the literature. It means that the researcher has some basic theories related to the research. The grand theories that the researcher used in this research is a theory of the difficulties in using

the passive voice of simple present tense. The third procedure of this research is specified a purpose for this research. The purposes of this research in the answers to the research problem that the researcher to make it. Next, procedure collected the data. The researcher collected the data by observing, interviewing, giving questionnaire and documentation of test. The last procedure is reporting and evaluating research. After conducted the research, the researcher develops a written report.

#### **F. Data Trustworthiness**

In the qualitative research, the researcher revealed the data as the real life of the subject. This qualitative research used some methodologies to keep the validity of the data in order to have more accurate conclusion. To make the data valid triangulation is employed. Qualitative validity means that the researcher was checked for the accuracy of founding by employing certain procedures.<sup>83</sup> The technique use to improve the validity of data in qualitative research is triangulation, there were six kinds of triangulation, there are:

1. Triangulation of time, triangulation of time has two forms, there are cross-sectional and longitudinal. In cross-sectional, data collection carried out in

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<sup>83</sup>*Ibid*, p.190.

the same time with the different group but in the longitudinal, data collection carried out from the same group with different time.

2. Triangulation of place. In triangulation of place to make the data collection more accurate, it can be done using different place for similar data.
3. Triangulation of theory. In triangulation of theory, data collection was collected based on different theory or by analyzing the same data with different theory.
4. Triangulation of method. In triangulation of method the researcher uses different method for collecting similar data.
5. Researcher triangulation. In researcher triangulation, for collecting the same data, it was done by some people.
6. Triangulation of methodology. In triangulation of methodology, the data collected from the same learning process with different approach, namely quantitative and qualitative so the researcher collects the both of data from those approaches.<sup>84</sup>

In this research, the researcher used the triangulation of method. In triangulation of method, the researcher was used four data collecting techniques; they are observation, interview, questionnaire and documentation of test. The observation was focused on student difficulties using passive voice of simple present tense and cause student's

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<sup>84</sup>Ag. Bambang Setiyadi, *Op.Cit.*, pp.346-347.

difficulties using passive voice of simple present tense. Interview and questionnaire was conducted to get the detail information of students' problem in using passive voice of simple present tense and teacher' problems in using passive voice of simple present tense.

## **G. Data Analysis**

Data analysis is the process of organizing the data in order to obtain regularity of pattern of form of the research. According to Miles and Huberman there are three current flows of activity: Data condensation, data display, and conclusion drawing of verification.<sup>85</sup> These are clear explanation about data analysis process of this research:

### **1. Data Condensation**

Data condensation refers to the process of selecting, focusing, simplifying, abstracting and transforming the data that appear in written up field notes or transcriptions. In data condensation the mass of data has to be organized and meaningfully reduced or reconfigured.<sup>86</sup> In this case, the researcher selected the data from observation on teaching and learning process, interviewed to the teacher and gave questionnaire to the students.

### **2. Data Display**

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<sup>85</sup> Matthew B. Miles and A. Michael Huberman, *Qualitative Data Analysis*, (Thousand Oaks : Sage Publications, 1994), p.10.

<sup>86</sup> *Ibid*, p.10.

Data display is second component or level in Miles and Huberman model of qualitative data analysis.<sup>87</sup> A display can be an extended piece of text or a diagram, graph, chart, table or matrix that provides a new way of arranging thinking about the more textually embedded data. At the display stage, additional, higher order categories or themes may emerge from the data that go beyond those first discovered during the initial process of data condensation. Some activities in analyzing the data that has been done by the researcher in data display are:

a. Observing the teaching and learning process

In this step, the researcher observed the teaching and learning process by the observation sheet to know-how was the process of teaching and learning using passive voice. By observing the class the researcher knew how was the process of teaching and learning and the students' difficulties in using passive voice of simple present tense.

b. Interviewing the teacher and students

In this step, the researcher interviewed the teacher to get information about what were the students' difficulties in using the passive voice of simple present tense and the cause students' difficulties in using the passive voice of simple present tense. By interviewing the teacher the researcher knew what was the caused of

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<sup>87</sup>*Ibid*, p.11.



the problems in learning using the passive voice of simple present tense.

c. Giving questionnaire

In this step, the researcher gives the questionnaire to students. This step conducted to know the students' difficulties in using passive voice of simple present tense and the cause of students' difficulties in using passive voice of simple present tense. From display the data, the researcher was got the conclusion in order to answer all about the research questions in this research.<sup>88</sup>

d. Giving document of test

In this step, the researcher gives document of test at the last session. The test was multiple choices and essay which consist of twenty questions about using passive voice of simple present tense. The last step conducted to know the students' difficulties in using passive voice of simple present tense.

### 3. Drawing and Verifying Conclusion

The last step of analyzing the data was conclusion drawing/verification. Conclusion drawing involves stepping back to consider what the analyzed data mean and to assess their implication for the questions at hand. Verification is linked to conclusion drawing, entails revising the data as many times as necessary to cross-check or verifies these emergent conclusions. Verification refers to the

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<sup>88</sup>*bid*, p.11.

process which is able to explain the answer of research questions and research objectives.<sup>89</sup>

In this step, the researcher drew the conclusion and verifying the answer of research question that has been done in displaying the data by comparing the observation data, interview data and documentation data. Thus, the researcher got the conclusion about students' difficulties in using passive voice of simple present tense in the first semester at the eleventh grade of SMAN 1 Pagelaran in the academic year of 2018/2019.

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<sup>89</sup>*Ibid*, p.11.

## **CHAPTER IV**

### **RESULT AND DISCUSSION**

#### **A. Result of the Research**

This research was conducted on eleventh grade students in the first semester of SMAN 1 Pagelaran in the academic year 2019. Researcher conducted a preliminary study on January 29, 2019 and research on July 22, 2019. Researcher conducted research to find out the teaching and learning process about students' difficulties in using passive sounds present tense by students at SMAN 1 Pagelaran. The researcher chose the research at SMAN 1 Pagelaran because the second observations obtained that many of all students were confused and still experiencing difficulties in learning passive voice of simple present tense. Researcher conducted research using observations, interviews, questionnaires and tests as research instruments.

In making observations, researcher observe teachers and students in the teaching and learning process about students' difficulties in using passive sounds from the present tense and classroom conditions during the learning process to determine student difficulties and the causes of problems faced by students. After that, the next instrument is a questionnaire. This study provides a questionnaire to students after teaching and learning about passive sound material. This questionnaire aims to determine the difficulty of students in using passive voice

present tense. Then, the researcher interviewed the teacher to support data observations and questionnaires to find out the cause of the problems faced by students in studying the passive voice present tense. At the end of the meeting the researcher gave a test about the material passive voice of simple present tense to determine the ability of students to learn to use the passive voice of simple present tense.

### 1. The Result of Observation

The observation was conducted to know the process of teaching and learning passive voice of simple present tense in one meeting. In the meeting was about the difficulties in using passive voice of simple present tense activities. The teacher conducted opening, main-activity, and closing. The research observed the process of teaching and learning passive voice of simple present tense, the students' and the teacher's problem finding during teaching and learning passive voice of simple present tense.

**Table 4**  
**Observation Sheet**

No	Aspect	Yes	No	Explanation
<b>A. Students Difficulties Learning English</b>				
1.	Teacher give some greetings to the students and take the attendance list.	√		The teacher asked the students' condition and checked the students' attendance list one by one.

2	The teacher explains about the purpose of learning.	√		The teacher explained the purpose of learning
3	The teacher asked the students about the material.	√		The teacher asked the students about the material today.
4	The teacher asked the students to write example in whiteboard about the material. Infrastructure	√		The teacher asked the students come on the front of the class to write example about the material.
5	The teacher explained the material and ask the question related to the material which they going to learn.	√		The teacher explained the material, and the students answered about example in using passive voice of simple present tense.
6	The teacher gives evaluation if any mistake about the students' activity.		√	The teacher did not do the evaluation, she just ended the class when the time was up.
<b>B. Student Difficulties In Using Passive Voice</b>				
7	Do the students know the aspects of language that enable production in learning passive voice of simple present tense?		√	The students knew the aspect of language but almost all students did not know the aspects of language that enable production in learning passive voice of simple present tense.
8	Do the students can practice to changes the form active voice become passive voice of simple present tense?		√	The students did not know of form passive voice of simple present tense.
9	Do the students have a good grammar in learning passive voice of simple present tense?		√	The students did not use grammar when they were learning passive voice of simple present tense.
10	Do the students have enough vocabulary to practice in learning		√	The students did not have enough vocabulary to

	passive voice of simple present tense?			learning passive voice of simple present tense, because the still open their book and online dictionary when the teacher asked them the meaning.
<b>C. Cause Student Difficulties</b>				
Physiological factor				
11	Are the students have illness disruption in learning process?		√	The students did not have illness disruption.
12	Are there the students who body defects?		√	The students did not body defects.
Psychological factor				
13	Are there students have intelligence 110 – 140 which can be classified smart?		√	The students did not have intelligence 110-140 because, all students have normality intelligence.
14	Do the students have a talent which suitable because every student has different talents?		√	The students did not have a talent which suitable with learning English because, all student not have a talent same.
15	Do the absence of a student's interest in a lesson will result in learning difficulties?		√	The students did not have interest in learning English.
16	Do students needed motivation can determine whether or not to achieve goals?	√		The students needed a motivation in learning process as evaluations.
Non- social factors				
17	Do the students less tools or facilities in learning English?	√		The students just used whiteboard, notebook, material book from the school, because in the school not complete facilities in learning process.

18	Do Building conditions that all ready to meet the needs of students?	√		The building conditions in the school are comfortable for the learning process.
19	Is the curriculum used appropriate in learning?	√		The curriculum used at school is suitable for the needs of students.
20	Do the teacher and the students already optimizing school time and discipline in learning process?		√	There are some students who still violate school rules, for example late in class, sleep during class time, do not do assignments, etc. and then, there are also teachers who still arrive late when class starts.
Social factors				
21	Do the biggest factor that can affect students' difficulties in learning process?	√		The biggest factor of students' difficulties, are good relations from parents, family and also teachers at school, a motivation as evaluation, less facilities, and building conditions.
22	Do the teacher the biggest factor in influencing a student in learning process?	√		The teacher is a facilitator and motivator at school, because students' interest in learning English depends on the teacher who teaches them.

## 2. The Result of Interview

The research also employed interview to support the data of observation. The interview was composed based on the stages of teaching passive voice of simple present tense, teacher's problems in teaching passive voice of



simple present tense. The interview was intended to find out the teacher's opinion about the activity in teaching and learning passive voice of simple present tense process and the problems in teaching difficulties in using passive voice of simple present tense. There were 7 questions that the researcher asked to the teacher about the problems and her opinion in teaching passive voice of simple present tense.

**Table 5**  
**The Result of Interview**

<b>No.</b>	<b>Question</b>	<b>Answer</b>
1.	What is your opinion about the important of learning English especially in learning passive voice of simple present tense for the students of SMAN 1 Pagelaran?	In my opinion, learning English very important for the students' because, English language used as international language. Especially in learning passive voice for the students' can know good sentences of a grammar.
2.	In learning passive voice of simple present tense, there are six aspect that the students should be good at, subject to object and object to subject, To Be (am, is, are), Verb 3, <i>by</i> + agent, grammar, vocabulary. Which aspect is become the most of students' problem in learning passive voice of simple present tense?	In my opinion, the most students' problem that the student faced when learning passive voice of simple present tense is all aspect, because the students' not understood in concept in learning passive voice of simple present tense.
3.	Do the students' not have interest in learning passive voice of	Yes, very low. The students already know that they are not have modal in learning passive voice of simple

	simple present tense?	present tense. Then, they are dislike the teacher because, the teacher and the students' low relationship.
4.	Do the students have no motive to express themselves in learning passive voice of simple present tense?	Yes, honestly. Te students have not good motivation in learning passive voice of simple present tense, because there is not good competition with the other students and maybe they think that English is not very important for them.
5.	Do the teacher the biggest factor cause students' difficulties in learning passive voice of simple present tense?	Yes, the teacher one of the biggest factor caused students' difficulties in learning passive voice of simple present tense. So, the students' not have interest in learning passive voice of simple present tense, because the teacher and the students low relationship.
6.	Do the students low or uneven participation in learning passive voice of simple present tense?	Yes, they do. Sometimes, the students only focus in 15 minutes first, after that they are busy with their own activity.
7.	What is the most cause students' difficulties in learning passive voice of simple present tense?	In my opinion, because the students' not have modal for learning passive voice of simple present tense. So, the students' are lack of concept of passive voice of simple present tense, they are can't make a good grammar and they are lack of vocabulary.

### 3. The Report of Questionnaire

The researcher also employed questionnaire to support the observation and interview data. The questionnaire consisted of twenty three

questions. Based on the questionnaire filled by the students, the researcher could describe that the students' responses were varies. The questionnaire was composed based on the students' problems in learning passive voice of simple present tense and also the students' practice in learning passive voice of simple present tense. It was intended to find out the students' problem in learning passive voice of simple present tense and the students' practice in learning passive voice of simple present tense. It was intended to find out the problems faced by students in learning passive voice of simple present tense.

**Table 6**  
**The Questionnaire Result of Question Number**

No.	Question	Respond	Obtained	Percentage
1.	Do you do motivational learning activities before starting the teaching-learning process?	Yes	12	40%
		Sometimes	18	63,3%
		No	0	0%
		Indifferent	0	0%
2.	Do you like English lessons?	Yes	6	20%
		Sometimes	4	13,3%
		No	1	03,3%
		Indifferent	19	63,3%
3.	Is there a teacher and student approach in the learning process?	Yes	21	70%
		Sometimes	7	23,3%

		No	0	0%
		Indifferent	2	06,6%
4.	Does the learning infrastructure or facilities meet the requirements?	Yes	12	40%
		Sometimes	11	36%
		No	2	06,6%
		Indifferent	5	16,6%
5.	Is the material taught in accordance with the applicable curriculum?	Yes	29	96%
		Sometimes	1	03,3%
		No	0	0%
		Indifferent	0	0%
6.	Does your learning environment influence the teaching-learning process?	Yes	22	73%
		Sometimes	6	20%
		No	1	03,3%
		Indifferent	1	03,3%
7.	Are you having difficulty learning to use passive voice in the form of simple present tense?	Yes	17	56%
		Sometimes	9	30%
		No	1	03,3%
		Indifferent	3	10%
8.	Are there any difficulties in using auxiliary verb be?	Yes	19	63%
		Sometimes	5	16,6%
		No	1	03,3%
		Indifferent	5	16,6%
9.	Are there any difficulties in using be + past participle?	Yes	15	50%
		Sometimes	7	23%

		No	5	16,6%
		Indifferent	3	10%
10.	Are there any difficulties in using By + agent?	Yes	18	60%
		Sometimes	7	23%
		No	2	06,6%
		Indifferent	3	10%
11.	Do you always open a dictionary in learning English?	Yes	15	50%
		Sometimes	10	33%
		No	4	13,3%
		Indifferent	1	03,3%
12.	Do you have difficulty when distinguishing between subject and object?	Yes	13	43%
		Sometimes	2	06,6%
		No	13	43%
		Indifferent	2	06,6%
13.	Did you experience health problems while studying?	Yes	0	0%
		Sometimes	4	13,3%
		No	23	76%
		Indifferent	3	10%
14.	Do you have birth defects?	Yes	0	0%
		Sometimes	0	0%
		No	30	100%
		Indifferent	0	0%
15.	Do you have above average IQ?	Yes	11	36%
		Sometimes	2	06,6%

		No	2	06,6%
		Indifferent	15	50%
16.	Do you have talent in learning English?	Yes	4	13,3%
		Sometimes	6	20%
		No	10	33%
		Indifferent	10	33%
17.	Does interest affect you in learning English?	Yes	1	03,3%
		Sometimes	3	10%
		No	22	73%
		Indifferent	4	13,3%
18.	Is motivation one of your success factors?	Yes	27	90%
		Sometimes	2	06,6%
		No	0	0%
		Indifferent	1	03,3%
19.	Is the curriculum used acceptable or understandable in the teaching-learning process?	Yes	20	60%
		Sometimes	11	36%
		No	0	0%
		Indifferent	1	03,3%
20.	Are you often late and lack discipline in obeying the rules at school?	Yes	15	50%
		Sometimes	8	23%
		No	6	20%
		Indifferent	2	06,6%
21.	Do you involve your parents and family in education?	Yes	18	60%
		Sometimes	7	23%

		No	4	13%
		Indifferent	1	03,3%
22.	Are the teaching methods used easy for students to understand?	Yes	4	13%
		Sometimes	2	06,6%
		No	17	56%
		Indifferent	7	23%
23.	Are you on good terms with your English teacher?	Yes	1	03,3%
		Sometimes	5	16%
		No	11	36%
		Indifferent	13	43%

## B. The Result of Data Analysis

After collecting the data, the researcher analyzed the data gained from observation, interview, and questionnaire. According to Miles and Huberman, there are three major of data analysis, they are data condensation, data display, and conclusion drawing of verification.

### 1. Data Condensation

Data condensation refers to the process of selecting, focusing, simplifying, abstracting and transforming the data that appear in written up field notes or transcriptions. In this case, the researcher summarizes the results of the study. Then picking and selecting the main and important data to make a categorization of the results of research data, the researcher can also focusing on important things from the data, then the researcher



look for themes and patterns and discard data that is not needed. Thus the finished data will provide a clearer picture, and make it easier for researcher to do further data collection. In this research, the researcher used observation, interview and questionnaire to collect the data. The observation and questionnaire was the main instrument in this research, whereas interview became the supporting instrument. In this step, the research analyzed the data based on each instrument. The research selected the data from observation on process of teaching and learning passive voice of simple present tense and gave questionnaire to the students.

#### 1. Observation

Based on observations made to determine the process of teaching and learning passive voice of simple present tense. The researcher summarizes the results of the research data which will then select the data that is important to categorize the results of the research data. In the selection process in the results of research data that has been selected namely, students did not know the aspects of language that enable production in learning passive voice of simple present tense, the students did not know of the form of passive voice of simple present tense, the students did not know grammar, the students did not have enough vocabulary.

The results of the data are categorized in students' difficulties in using passive voice of simple present tense. Also known causes of students' problem in using passive voice of simple present tense namely, the students did not have talent learning English, the students did not have an interest in learning English, the students were low motivation in learning, some of the teachers and the students were not disciplined. the results of the causes of students' problems in learning to use the passive voice of simple present tense can be categorized in the cause students difficulties in using passive voice of simple present tense. Thus the result of observations made by researcher was provided a clear picture and can be easy for researcher to collect further data. In the process of observation, researcher prepared a list of observations and recorders to record the teaching and learning process.

## 2. Interview

In this study, the researcher submitted 7 questions to the teacher. From the results of the interview data to the teacher, the researcher conducted a selection process for the seven interview questions. Results of research data that have been selected based on important data namely, number of one and two, the students should know about learning English is important, the students did not know the aspects of grammar and the student did not know

about the concept in learning passive voice. Can be categorized become student's difficulties in using passive voice of simple present tense. After that, numbers three until seven are the students don't have interest in learning passive voice of simple present tense, the students don't have good motivation in learning English, the students' low participation in learning English, the students' don't have basic for learning passive voice of simple present tense. Can be categorized become the cause students' difficulties in using passive voice of simple present tense.

### 3. Questionnaire

Based on the questionnaire filled by the students, the researcher make observations based on the data condensation process. From the observations made, the researcher gave questionnaire questions to students as many as 23 questions. The first process, namely, selecting; Researcher take and select the main data from the results of research data. From the selecting process the process of focusing continues on the selected data with the following data obtained; questions number 7 through number 12 are categorized as students difficulties in using passive voice of simple present tense. Then questions number 15 to number 23 are categorized as the cause students' difficulties in using passive voice of simple present tense (see on the table 5).

After the researcher has done the process of focusing and categorizing a result of research data, the next process is to simplify the results of the research data to provide a clear picture and transform the data to make it easier for researchers to collect further data.

Questionnaire was given to the whole students in class XII MIPA 1 which consisted of 30 students. To make it simple explain, the researcher multiplied each students' answer with 100% and divided the result by the total number of students, then the problem and the cause problem would be explained based on the percentage derived from the students questionnaire result.

## **2. Data Display**

Data display is the second component or level in model of qualitative data analysis of Sugiyono's theory. A display can be extended piece of the text or a diagram, graph, chart, table or matrix that provides a new way of arranging thinking about the more textually embedded data. In this case, the researcher analyzed the data that had been reduced in data condensation and displayed it in the form of table. The analysis was done based on data collected by each instrument.

### **1. Observation**

Based on the data showed in the data condensation, in this part the data going to be identified and displayed the result of

observation for one meeting to know the process of teaching and learning passive voice of simple present tense, the students' problem and the cause of students' difficulties in learning passive voice of simple present tense. The observation was in form of the table that contained the aspect that measured the teacher learning process and problem and the cause of the problem faced by the students. Based on the observation above, it could be seen as follows:

**Table 4.1**

**The result of observation**

No	Aspect	Yes	No	Explanation	Conclusion
<b>A. Students Difficulties Learning English</b>					
1.	Teacher give some greetings to the students and take the attendance list.	√		The teacher asked the students' condition and checked the students' attendance list one by one.	Opening from the teacher, which is opened by greeting and checking student attendance.
2	The teacher explains about the purpose of learning.	√		The teacher explained the purpose of learning	An explanation of the learning objectives.
3	The teacher asked the students about the material.	√		The teacher asked the students about the material today.	Explanation of today's material.
4	The teacher asked the students to write example	√		The teacher asked the students come on the	Ask students to write on the board a

	in whiteboard about the material. Infrastructure			front of the class to write example about the material.	sample sentence from the passive voice of simple present tense.
5	The teacher explained the material and ask the question related to the material which they going to learn.	√		The teacher explained the material, and the students answered about example in using passive voice of simple present tense.	Students answer questions from the teacher.
6	The teacher gives evaluation if any mistake about the students' activity.		√	The teacher did not do the evaluation, she just ended the class when the time was up.	The teacher ends the day's meeting without evaluating the learning process.
<b>B. Student Difficulties In Using Passive Voice</b>					
7	Do the students know the aspects of language that enable production in learning passive voice of simple present tense?		√	The students knew the aspect of language but almost all students did not know the aspects of language that enable production in learning passive voice of simple present tense.	The students did not know aspects in learning passive voice of simple present tense.
8	Do the students can practice to changes the form active voice become passive voice of simple present tense?		√	The students did not know of form passive voice of simple present tense.	The students did not know of form passive voice of simple present tense.
9	Do the students have a good grammar in learning passive voice of simple present tense?		√	The students did not use grammar when they were learning passive voice of simple present tense.	The students did not know good grammar.
10	Do the students have enough vocabulary to		√	The students did not have enough	The students lack of vocabulary in

	practice in learning passive voice of simple present tense?			vocabulary to learning passive voice of simple present tense, because the still open their book and online dictionary when the teacher asked them the meaning.	learning English.
<b>C. Cause Student Difficulties</b>					
Physiological factor					
11	Are the students have illness disruption in learning process?		√	The students did not have illness disruption.	The students did not have illness disruption.
12	Are there the students who body defects?		√	The students did not body defects.	The students did not body defects.
Psychological factor					
13	Are there students have intelligence 110 – 140 which can be classified smart?		√	The students did not have intelligence 110-140 because, all students have normality intelligence.	The students have normal intelligence.
14	Do the students have a talent which suitable because every student has different talents?		√	The students did not have a talent which suitable with learning English because, all student not have a talent same.	The students did not have talent in learning English.
15	Do the absence of a student's interest in a lesson will result in learning difficulties?		√	The students did not have interest in learning English.	The students did not have interest in learning English.
16	Do students needed motivation can determine whether or not to achieve	√		The students needed a motivation in learning process as	The students need motivation to learn English.



	goals?			evaluations.	
Non- social factors					
17	Do the students less tools or facilities in learning English?	√		The students just used whiteboard, notebook, material book from the school, because in the school not complete facilities in learning process.	Not equipped with English learning facilities.
18	Do Building conditions that all ready to meet the needs of students?	√		The building conditions in the school are comfortable for the learning process.	The building conditions in the school are comfortable for the learning process.
19	Is the curriculum used appropriate in learning?	√		The curriculum used at school is suitable for the needs of students.	The curriculum used at school is suitable for the needs of students.
20	Do the teacher and the students already optimizing school time and discipline in learning process?		√	There are some students who still violate school rules, for example late in class, sleep during class time, do not do assignments, etc. and then, there are also teachers who still arrive late when class starts.	The students are not disciplined with school rules
Social factors					
21	Do the biggest factor that can affect students' difficulties in learning process?	√		The biggest factor of students' difficulties are good relations from parents, family and also teachers at school, a motivation as evaluation, fewer facilities, and	The biggest factor of students' difficulties.

				building conditions.	
22	Do the teacher the biggest factor in influencing a student in learning process?	√		The teacher is a facilitator and motivator at school, because students' interest in learning English depends on the teacher who teaches them.	The biggest factor of student difficulties is the teacher.

## 2. Interview

To support from the data observation, the researcher also employed an interview. The interview was given to the teacher to know her opinion about the problems and the cause of the students' difficulties in learning passive voice of simple present tense. There were twelve questions that researcher asked the teacher's opinion about the cause problem in learning passive voice of simple present tense. It can be seen in the dialogue below:

**Table 5.1**

### **The Result of Interview**

<b>No.</b>	<b>Question</b>	<b>Answer</b>

1.	What is your opinion about the important of learning English especially in learning passive voice of simple present tense for the students of SMAN 1 Pagelaran?	In my opinion, learning English very important for the students' because, English language used as international language. Especially in learning passive voice for the students' can know good sentences of a grammar.
2.	In learning passive voice of simple present tense, there are six aspect that the students should be good at, subject to object and object to subject, To Be (am, is, are), Verb 3, <i>by</i> + agent, grammar, vocabulary. Which aspect is become the most of students' problem in learning passive voice of simple present tense?	In my opinion, the most students' problem that the student faced when learning passive voice of simple present tense is all aspect, because the students' not understood in concept in learning passive voice of simple present tense.
3.	Do the students' not have interest in learning passive voice of simple present tense?	Yes, very low. The students already know that they are not have modal in learning passive voice of simple present tense. Then, they are dislike the teacher because, the teacher and the students' low relationship.
4.	Do the students have no motive to express themselves in learning passive voice of simple present tense?	Yes, honestly. Te students have not good motivation in learning passive voice of simple present tense, because there is not good competition with the other students and maybe they think that English is not very important for them.
5.	Do the teacher the biggest factor cause students' difficulties in learning passive voice of simple present tense?	Yes, the teacher one of the biggest factor caused students' difficulties in learning passive voice of simple present tense. So, the students' not have interest in learning passive voice of simple present tense, because the teacher and the students low relationship.

6.	Do the students low or uneven participation in learning passive voice of simple present tense?	Yes, they do. Sometimes, the students only focus in 15 minutes first, after that they are busy with their own activity.
7.	What is the most cause students' difficulties in learning passive voice of simple present tense?	In my opinion, because the students' not have modal for learning passive voice of simple present tense. So, the students' are lack of concept of passive voice of simple present tense, they are can't make a good grammar and they are lack of vocabulary.

### 3. Questionnaire

The questionnaire was made to support the data from observation and interview. The questionnaire was distributed to the students by taking twenty minutes of students study time in the classroom. Here were students' answer of questionnaire:

**Table 6.1**

#### **The Questionnaire Result of Question Number**

No.	Question	Respond	Obtained	Percentage
1.	Do you do motivational learning activities before starting the teaching-learning process?	Yes	12	40%
		Sometimes	18	63,3%
		No	0	0%
		Indifferent	0	0%
2.	Do you like English lessons?	Yes	6	20%
		Sometimes	4	13,3%

		No	1	03,3%
		Indifferent	19	63,3%
3.	Is there a teacher and student approach in the learning process?	Yes	21	70%
		Sometimes	7	23,3%
		No	0	0%
		Indifferent	2	06,6%
4.	Does the learning infrastructure or facilities meet the requirements?	Yes	12	40%
		Sometimes	11	36%
		No	2	06,6%
		Indifferent	5	16,6%
5.	Is the material taught in accordance with the applicable curriculum?	Yes	29	96%
		Sometimes	1	03,3%
		No	0	0%
		Indifferent	0	0%
6.	Does your learning environment influence the teaching-learning process?	Yes	22	73%
		Sometimes	6	20%
		No	1	03,3%
		Indifferent	1	03,3%
7.	Are you having difficulty learning to use passive voice in the form of simple present tense?	Yes	17	56%
		Sometimes	9	30%
		No	1	03,3%
		Indifferent	3	10%
8.	Are there any difficulties in using auxiliary verb be?	Yes	19	63%
		Sometimes	5	16,6%

		No	1	03,3%
		Indifferent	5	16,6%
9.	Are there any difficulties in using be + past participle?	Yes	15	50%
		Sometimes	7	23%
		No	5	16,6%
		Indifferent	3	10%
10.	Are there any difficulties in using By + agent?	Yes	18	60%
		Sometimes	7	23%
		No	2	06,6%
		Indifferent	3	10%
11.	Do you always open a dictionary in learning English?	Yes	15	50%
		Sometimes	10	33%
		No	4	13,3%
		Indifferent	1	03,3%
12.	Do you have difficulty when distinguishing between subject and object?	Yes	13	43%
		Sometimes	2	06,6%
		No	13	43%
		Indifferent	2	06,6%
13.	Did you experience health problems while studying?	Yes	0	0%
		Sometimes	4	13,3%
		No	23	76%
		Indifferent	3	10%
14.	Do you have birth defects?	Yes	0	0%
		Sometimes	0	0%

		No	30	100%
		Indifferent	0	0%
15.	Do you have above average IQ?	Yes	11	36%
		Sometimes	2	06,6%
		No	2	06,6%
		Indifferent	15	50%
16.	Do you have talent in learning English?	Yes	4	13,3%
		Sometimes	6	20%
		No	10	33%
		Indifferent	10	33%
17.	Does interest affect you in learning English?	Yes	1	03,3%
		Sometimes	3	10%
		No	22	73%
		Indifferent	4	13,3%
18.	Is motivation one of your success factors?	Yes	27	90%
		Sometimes	2	06,6%
		No	0	0%
		Indifferent	1	03,3%
19.	Is the curriculum used acceptable or understandable in the teaching-learning process?	Yes	20	60%
		Sometimes	11	36%
		No	0	0%
		Indifferent	1	03,3%
20.	Are you often late and lack discipline in obeying the rules at school?	Yes	15	50%
		Sometimes	8	23%

		No	6	20%
		Indifferent	2	06,6%
21.	Do you involve your parents and family in education?	Yes	18	60%
		Sometimes	7	23%
		No	4	13%
		Indifferent	1	03,3%
22.	Are the teaching methods used easy for students to understand?	Yes	4	13%
		Sometimes	2	06,6%
		No	17	56%
		Indifferent	7	23%
23.	Are you on good terms with your English teacher?	Yes	1	03,3%
		Sometimes	5	16%
		No	11	36%
		Indifferent	13	43%

### 3. Conclusion Drawing/Verification

Conclusion drawing or verification is the third component or level in the model of qualitative data analysis of Miles Huberman theory. In this part, the data explained in data display were going to be discussed deeply in order to make a finding of the research in this part the discussion and findings were divided into two parts: the students' problem and the cause of difficulties in using passive voice of simple present tense.

#### 1. The Students' Problem in Learning Passive Voice of Simple Present Tense



The researcher employed the observation checklist and gave the questionnaire to know the students' problem in learning passive voice of simple present tense. The problems were related to low motivation, bad learning habits, and attitude toward learning. As handayani, stated that the problems that learner in learning process into two main area such as knowledge factor and skill factor. In knowledge factor the students do not know the aspects of knowledge in learning passive voice of simple present tense, lack of vocabulary or diction, grammar, mechanics, self-confidence, and concentration.

Based on the result of observation and the students' answer to the questionnaire sheets, the researcher concluded that the problem faced by the students were:

- a. Most of the students did not know the aspects of language that enable production in learning passive voice of simple present tense.
- b. The students' lacked of vocabulary. So, they felt difficult when they tried to learn English in change verb three in passive voice because of limited of vocabulary.
- c. The students' did not use grammar. When they tried to learn English they did not use grammar in learning passive voice of simple present tense.

- d. The students never practice to learning passive voice of simple present tense.
- e. The students had minimum opportunities in learning passive voice of simple present tense.

Based on the result of problem above, it can be inferred that the problems explained in the theory were happened to the students even there were more problems that happen in learning passive voice of simple present tense. After the researcher analyzed and found out the conclusion of the research, hopefully the researcher gave contribution of the research o better way. Learning passive voice of simple present tense should be supported by learning all aspect in learning English, understanding grammar, rich of vocabulary, and interesting teaching style by teacher, so the students were interested and can make a good sentence and know the words correctly in learning passive voice of simple present tense.

## **2. The Cause Difficulties in Learning Passive Voice of Simple Present Tense**

The researcher observed, interviewed the teacher and gave the questionnaire to know the cause of the problem that faced by the students in learning passive voice of simple present tense. Based

on the theory, there were concluded in two groups cause of the students difficulties in using passive voice of simple present tense such as: External factors and internal factors.

Based on the result of observation, interview, and the students' answer to the questionnaire sheets, the researcher concluded that the cause of problems faced by the students were:

a. Internal factors

- 1) The students' need motivation in learning process as evaluations.
- 2) The students' did not have talent in learning passive voice.
- 3) The students' did not have interest in learning passive voice.

b. External factors

- 1) The school not complete facilities in learning process,
- 2) The building conditions comfortable for learning process,
- 3) Many students did not obedient in school rules,
- 4) Relationship between family and students', relationship between teacher and students'.

### **C. Discussion**

In this section, the researcher wants to discuss the students' problem findings in studying the passive voice of the present tense as the first formulation of the problem in this study. In addition to students' problems, researchers discuss the causes of students' difficulties in studying the passive voice present tense as the

second formulation of the problem. This research was produced by research participants. They were the students of class XII MIPA 1 of SMAN 1 in the first semester of the 2019 academic year that had been observed. The results of the discussion carried out in four ways in conducting research of the triangulation of the method consist of observation, interview, questionnaire and test.

# **1. The Students' Problem in Learning Passive Voice of Simple Present Tense**

## **a. Observation**

The result of observation is that many students from all students of class XII MIPA are confused and have difficulty in learning passive voice of simple present tense. The research conducted the research on Monday, July 22th 2019, in the afternoon. Before teaching and learning was begun, the teacher prepared the material in advanced. The process of teaching and learning passive voice of simple present tense in the meeting was as follow:

### **1. Opening**

In the opening, the class was opened by greeting that was responded by all students. Many of them responded loudly with enthusiasm. After that the teacher checked the students' attendance. Then she explained the basic competencies and the aimed of the study. After that she explained the material which should be learnt in this meeting.

## 2. Mean-Activity

The teacher showed the example form of passive voice of simple present tense such as; “The floor \_\_\_\_\_ by her.(sweeps)”, “Vegetables \_\_\_\_\_ by my little sister.(Water) and etc. After that, the teacher asked the students to answer and changed the form of verbs in the parentheses into passive voice in simple present tense in the question it. After that, the teacher asked the students to mention which subject and object, which To Be, which auxiliary verb be, *by* + agent, and the meaning sentences. Then, the teacher and the students can conclude that the formula used in passive voice of simple present tense is; “S + To Be (am/is/are) + V3 + *by* + O”. Then, the students guess the answer. After that, the teacher chooses some students come to the front of the class to write other example passive voice of simple present tense. But, the teacher asked the students to change the form active voice become passive voice of simple present tense. After that, the students confused to change the form active voice become passive voice of simple present tense. Some of students did not know the vocabulary, did not know change subject become object and vice versa, did not know To Be of simple present tense,

and did not know changes V1 in active voice to V3 in passive voice.

### 3. Post activity

In the post activity, the teacher did not conclude the material. Then she closed the meeting and also the teacher did not do the evaluation, she just ended the class when the time was up.

Based on the display of the observation sheet, the researcher found that the teacher did not apply all of the steps well. In the post activity the teacher did not conclude the material and she close meeting and also the teacher did not do evaluation, she just ended the class when time was up. And then, the researcher found that the students problem in learning passive voice of simple present tense were not knowing the aspects of students that enable productions; lacked of vocabulary, did not use grammar, did not practice to make passive voice of simple present tense.

#### b. Interview

The researcher used 7 questions in the interview to the teacher. From the seven interview questions, there are two points regarding and categorized as students difficulties in using passive voice of simple present tense. The first were about the important in learning passive

voice of simple present tense. The second was about the aspect in learning passive voice of simple present tense.

The result of the interview to the teacher is found that the difficulty experienced by students is not understands the concept of the material specifically passive voice of simple present tense. The students confused and difficulty in changes the form active voice become passive voice.

#### c. Questionnaire

Based on the questionnaire filled by the students above, the researcher can describe that the students' response was varied. For more detail, the researcher described the problem and the cause of problem as follow: (see on the table 6.1)

From the data number one, it showed that 40% of students' did motivational learning activities in the school, while 63.3% of students' sometimes did motivational learning activities in the school in learning English. It can be conclude that not all students' did motivational learning activities in learning English. The data number two showed that 63.3% of students' indifferent in likely the English lesson, while 20% likely the English lesson. It means that all students not have interest in learning English. The result questionnaire of number 3 showed that 70% of students' doing approach in learning process with the teacher. It means that the teacher already doing an approach to the

students. The result questionnaire of number 4 showed that 40% of students used infrastructure or facilities in learning process, while 36% of student' sometimes in using infrastructure or facilities in learning process. It can be concluded that did not all students' can used infrastructure or facilities in learning process.

The result questionnaire of number 5 showed that 90% of students' said that about material already appropriate with curriculum. It means that all students' in learning process already used material which appropriate with curriculum. The result questionnaire of number 6 showed that 73% of students' said that learning environment can impact the teaching learning process, while 20% of students' sometimes learning environment can impact the teaching leaning process. It means all students' not comfortable in learning process. From the data number, the first until sixth is the result questionnaire data which is categorized as students' difficulties in learning English.

The result questionnaire of number 7 showed that 56% of students' said yes in using passive voice of simple present tense, while 03.3% of students said no in using passive voice of simple present tense. It can be concluded that many students' have difficulties in using passive voice of simple present tense. The result questionnaire of number 8 showed that 63.3% of students' difficulties in using auxiliary verb be. The result questionnaire of number 9 showed that



50% of students' difficulties in using *be* + past participle. The result questionnaire of number 10 showed that 60% of students' difficulties in using *by* + agent.

The result questionnaire of number 11 showed that 50% of students' open dictionary every time if students' not understanding the word it, but some of the students' asked to the teacher if not understood the word it. The result questionnaire of number 12 showed that 43% of students' said yes in difficulties when distinguishing between subject and object, while 43% of students' said no in difficulties when distinguishing between subject and object. It can be concluded that 43% of students can and can't in determine object and subject in using passive voice of simple present tense. The questionnaire data section from numbers 7 to 12 can be categorized as students' difficulties in using passive voice of simple present tense.

## **2. The Cause Difficulties in Learning Passive Voice of Simple Present Tense**

### **a. Observation**

According to the result of observation, the cause students' problem there is no motivation to learn, there is no specific support from the teacher, not understanding the material, fewer facilities, and building conditions in learning passive voice of simple present tense.

### **b. Interview**

From the result of the interview to English teacher, the questions of number third until seventh questions asked about the students cause of problem in learning passive voice of simple present tense. The researcher concluded that the cause of problem in learning passive voice of simple present tense was not well. The students had difficulties in mastering the vocabulary and the students not have modal and not know concept in learning passive voice of simple present tense. After that, about interest student's in learning passive voice of simple present tense. Next, about the motivation student's needed in learning passive voice of simple present tense. Then, about the biggest factor caused student's difficulties in learning passive voice of simple present tense. The sixth was about the participation of student's in learning passive voice of simple present tense. The finally, was about the most student's difficulties in learning passive voice of simple present tense.

Based on the explanation above, the cause of difficulties in learning passive voice of simple present tense, because the student's not have capital in learning passive voice of simple present tense, student's lack of grammar and vocabulary. the result of the questionnaire is the student's did not know about the aspects of language in learning passive voice of simple present tense, lack of vocabulary, have not good in basic grammar, less motivation and often

inhibit about trying to say things in foreign language and influenced in learning process.

c. Questionnaire

Based on the display of questionnaire question, the result questionnaire of number 15 showed that 50% of students' indifferent of have intelligence, while 36% of students' said that have average intelligence. It means only a few of all students have above average intelligence. The result questionnaire of number 16 showed that 13.3% of students' said that yes, the students' have talent in learning English, while 33% of students' not have talent in learning English. The result questionnaire of number 17 showed that 73% of students assume that interest greatly influences the learning process, while 03.3% states do not agree that interest can affect the learning process. It can be concluded that all students' agree that interest can affect the learning process. The result questionnaire of number 18 showed that 90% of students require motivation in each learning process, because motivation is an important factor for the realization of a successful learning process.

The result questionnaire of number 19 showed that 60% of students' can receive lessons or material in accordance with the education curriculum. The result questionnaire of number 20 showed that 50% of students' lack of compliance with school rules, such as

being late for school, not using school attributes. The result questionnaire of number 21 showed that 60% of students' always involve both parents or family in their education. The result questionnaire of number 22 showed that 56% of students' can't understand what is conveyed by the teacher. Students do not understand the material provided by the teacher. It can be concluded that there are still many students who have difficulties understanding the material presented by the teacher. The result questionnaire of number 23 showed that 36% of students' do not have a good relationship with the teacher, especially to the English teacher.

Based on explanation above, it can be concluded that the students did not know the aspects of language in learning passive voice of simple present tense that actually they should be really good at. The students were lacked of vocabulary and have not good in basic in grammar. They also less motivation and often inhibit about trying to say things in foreign language and influenced in learning process.

#### d. Test

The result of test is to determine the level of students in answering the test, researcher use guidelines in determining the ability of each student to use passive sounds as seen in the previous chapter. After the test is given to students, the researcher examine it and assess

each student's results. There are 30 samples that took the test, and a description of their results can be seen below.

From the tests given to students, overall researcher gave 20 test items to measure students' ability to use passive voice. There are 10 multiple choice items from passive sounds in simple present tense and there are 10 essay test items from passive sounds in simple present tense. From the tests given, the researcher found that the lowest score obtained by students was 10 and it was classified as low level. Meanwhile, the highest score obtained by students is 80 and it is classified as a very good level. The test results indicate the criteria for students to use passive voice. This can be seen from the results that there are 3 students who are classified at a reasonable level, there are 24 students who are classified at the low level, and there are 3 students who are classified at a very good level.

Based on the scores above, the researcher calculates all these scores to find out the average score and level for this test, and the researcher finds that the average student score is based on the correct answers of all test items given to students below the average value under 70. This means that the percentage of correct answers can be entered by 30% and the level scale can be categorized as a low level.

Evaluation of the results of research that has been done, researcher observe the results of research that in learning passive voice of simple present tense there are many students who have difficulty in learning passive voice of simple present tense for example, changing the form of active voice into passive voice, not understanding vocabulary so difficult to change verb 1 to verb 3, can't distinguish subject and object and can't adjust to be in simple present tense.

The factors causing the occurrence of student's difficulties in using passive voice of simple present tense are the absence of basic students in learning the material, lack of motivation to learn, lack of vocabulary, do not know grammar and other factors in the environment. From the observations made, the expectations of researchers and all involved no more confusion and difficulty students in learning English especially passive voice of simple present tense, students can increase learning motivation so that they can know all aspects of learning English, improve vocabulary, and increase learning grammar.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

After collecting the data and analyzing the result of the research, the researcher drew some conclusions and suggestions of the problem and the cause of the problem in twelfth grade of SMAN 1 Pagelaran.

#### **A. Conclusion**

Based on data of observation and giving questionnaires to Students, the students' difficulties in learning passive voice of simple present tense are students' perception that they do not know the language aspect of it in learning passive voice of simple present tense, they lack vocabulary, limited to grammar knowledge, never practice practicing skills in learning English especially passive voice of simple present tense, minimum opportunity. The cause of difficulties in learning passive voice of simple present tense is the students' need motivation in learning process as evaluation, did not have talent in learning passive voice, did not have interest in learning passive voice, the school not complete facilities in learning process, the building conditions comfortable for learning process, many students did not obedient in school rules, relationship between family and students', relationship between teacher and students'.

#### **B. Suggestion**

Based on the result of the research, the researcher would like to give some suggestions below:

1. For English Teachers, in teaching English is already good, especially in learning passive voice. The teachers are advised to provide learning evaluations and implement strategies to attract students' interest and motivation in learning English.
2. For students, learning English is very important. Many sub materials that must be mastered by students one of which is passive voice. Therefore students are advised to more often practice.
3. For the next researcher, the researcher suggests to find out the relevant aspect of learning English, especially in observing the students' mastery in using passive voice to the university or senior high school students. Because there are still many students' difficulties and the cause difficulties have to analyze in using passive voice.



